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ABSTRACT

The Significant Bilingual Instructional Features (SBIF) study identified, described, and verified features of bilingual instruction of a wide variety of limited English proficient (LEP) students. It collected data on instructional organization, time allocation, classroom language use, active teaching behaviors, academic learning time, student participation styles, and classroom, school, and community context variables through a variety of quantitative and qualitative procedures. This document reports on a study segment verifying the utility of the initial findings for practitioners: (1) for improving instruction for LEP students, (2) for implementing instructional programs, and (3) for aiding various ethnolinguistic groups. Verification was carried out through meetings with teachers of LEP students, teacher educators, administrators of bilingual education programs, and others interested in the instruction of LEP students. The participating practitioners indicated that the framework for bilingual instruction developed in the study was a potentially useful tool for conceptualizing, observing, analyzing, and evaluating instruction. They also saw two areas for change in school district policies regarding bilingual education: discouragement of language alternation and over-frequent testing. (MSE)

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SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

UTILITY OF THE SBIF FEATURES FOR THE INSTRUCTION OF LEP STUDENTS

by

William J. Tikunoff

Document SBIF-83-R.15/16
September 1983

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ABSTRACT

The Significant Bilingual Instructional Feature (SBIF) study was designed to identify, describe, and verify important features of bilingual education for limited English proficient (LEP) students. This document reports on one of the SBIF study's verification activities: the utility of the Part I findings for practitioners.

The examination of the utility of the SBIF findings was carried out through a series of meetings with teachers of LEP students, teacher educators, administrators of bilingual education programs, and others interested in the instruction of LEP students. The utility meeting participants considered the Part I study findings from three perspectives: (a) their usefulness for improving instruction for LEP students; (b) their potential for implementation in instructional programs; and (c) their appropriateness for various ethnolinguistic groups.

The meeting participants found that the significant instructional features identified during Part I were useful for describing bilingual educational settings. These five features are:

1. Congruence of instructional intent, organization and delivery of instruction, and student consequences;

2. Use of active teaching behaviors;

3. Use of L1 and L2 for instruction;

4. Integration of English language development with basic skills instruction; and

5. Use of information from the LEP students' home culture.

The practitioners attending the utility meetings indicated that the Framework for Bilingual Instruction developed during the study was a potentially useful tool for conceptualizing, observing, analyzing, and evaluating instruction. The practitioners indicated, too, that the framework's guidelines for competent student participation could be used as tools for assessing student achievement and language proficiency. The meeting participants saw two areas in particular where they felt school district policies regarding bilingual education should change. The first was the district policy that discourages language alternations; the participating teachers felt that such language switching was helpful in clarifying instruction for LEP students. The second recommendation for change was in the area of testing; the teachers especially felt that frequent testing of LEP students was detrimental to instruction.

With regard to implementation of the Part I SBIF study findings, the participating practitioners suggested four areas that could be useful in teacher training. These areas were: (a) the five SBIF study features; (b) the data collection strategies; (c) the descriptive data itself; and (d) the inquiry process itself. The participants felt that both the qualitative and quantitative strategies used to obtain information for the study and the actual data would be helpful in teacher training.

The third and last topic for discussion during the utility meetings dealt with the applicability of the findings to various ethnolinguistic groups. The main concerns of the practitioners in this area were (a) that cultural information be developed about all LEP student groups at a school and disseminated to all persons (teachers, principals, and district level administrators) with a role in bilingual education; (b) that awareness be developed among various role groups regarding varying expressions of competent student participation; and (c) that the LEP students' cultural norms and values should be used to support their development of basic skills.

PREFACE

In October of 1980, the National Institute of Education (NIE) provided funding for the Far West Laboratory for Educational Research and Development (FWLERD) to form, in conjunction with eight other nationally prominent educational institutions and agencies, a consortium for the descriptive study of Significant Bilingual Instructional Features (SBIF). This is a three-year, multifaceted study of significant bilingual instructional practices and elements in bilingual instructional settings, and as such, it is part of the proposed work scope of the Part C Coordinating Committee on Bilingual Education Research (U.S. Department of Education). The intent is to provide important information that will increase understanding of bilingual instruction, and subsequently increase opportunities for students with limited or no proficiency in English to participate fully and successfully in the educational process.

The study was designed in two parts. Part I identified and described those features of bilingual instruction considered to be significant in terms of their consequences for limited English proficient (LEP) students. In Part II, these findings were verified in four major studies.

Part I of the study took place during the 1980-81 school year, and Part II occurred in 1981-82. Data analysis for Part I was accomplished by October of 1981. Part II data are undergoing analysis, and reporting will be completed by September of 1983, at which time the project terminates.

Overall Strategy of the Study

The SBIF descriptive study is one of several research activities guided by the Part C Research Agenda for Bilingual Education, in direct response to a Congressional mandate issued in 1978. In search of data to inform its consideration for renewal of support for bilingual education, Congress directed the Secretary of Education to "develop a national research program for bilingual education." In turn, the directors of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and the National Institute of Education (NIE) were instructed to coordinate a program of research to respond to Congress' questions.

Results from this study, along with those from other specially commissioned studies, are expected to provide Congress with information regarding instructional features that provide successful access to learning for LEP students, as well as the long-range consequences of these features. Furthermore, along with results from other studies conducted under the aegis of the Part C Research Agenda, findings

from the SBIF study are expected to inform practice, thus resulting in their inclusion in instructional programs for LEP students.

Consortium Formed to Conduct the Study

The study was conducted by a consortium of nine educational institutions and agencies, collaborating with school districts that serve ethnolinguistically diverse student populations. Consortium members, participating school districts, and targeted ethnolinguistic populations included in both parts of the study were:

- ARC Associates, Inc., in collaboration with the Oakland and San Francisco school districts, California, focusing on students whose home language is one of the Chinese languages--Sau-Lim Tsang, principal investigator.

- Far West Laboratory for Educational Research and Development, in collaboration with the San Francisco Unified School District, California, focusing on multilingual classrooms with students representing many home languages--Joaquin Armendariz, principal investigator.

- Florida State University, in collaboration with the Dade County Public Schools in Miami, Florida, focusing on Cuban and Cuban-American students whose home language is Spanish--Roger Kaufman, principal investigator.

- Hunter College of the City University of New York, in collaboration with Community School District 4, New York City, focusing on Puerto Rican students whose home language is Spanish--Jose A. Vazquez-Faria, principal investigator.

- Navajo Nation Division of Education in collaboration with schools serving the Navajo Nation in northeastern Arizona--Gail Goodman, principal investigator.

- Southwest Educational Development Laboratory, in collaboration with El Paso Public Schools, El Paso, Texas, focusing on Mexican and Mexican-American students whose home language is Spanish--Domingo Dominguez, principal investigator.

Consortium members and school districts participating in Part II only of the study were:

- CEMREL, Inc., in collaboration with the Chicago Public Schools, Illinois, focusing on classrooms in which the home language of many students is Spanish--Harriet Doss-Willis, principal investigator.

- Northwest Regional Education Laboratory, in collaboration with the Salem, Oregon, public schools, focusing

on students whose home language is either Vietnamese or Spanish--Alfredo Aragon, principal investigator.

- University of Hawaii, in collaboration with the Hawaii Department of Education, focusing on Filipino students whose home language is Ilokano--Morris Lai, principal investigator.

Description of the Study

As stated earlier, the study was designed in two phases. Part I identified and described features of bilingual instruction considered to be significant in terms of their consequences for students of limited English proficiency. This part of the study involved 232 target students in 58 classrooms at six nationally representative sites. Part II of the study focused on verification of the features and consequences identified during Part I. This second phase of the study included 356 target students in 89 classrooms at eight sites. Both parts of the study are described below.

Part I of the Study

Although it was not required by the RFP, schools and classrooms identified as successful bilingual instructional settings served as the focus of the study. In its proposal, the consortium argued that significant bilingual instructional features are more likely to be found in such settings. Thus, the 58 classrooms in the Part I sample were nominated by constituents at their respective sites to be among the most successful bilingual instructional settings in the participating school districts.

In its first year, the study addressed research questions related to six sets of research constructs. These appear in Table i, along with questions addressed and data sources tapped for information.

While the majority of data sources for the study were contained within the classrooms, two additional sources of information were also considered important. Both were located outside the immediate vicinity of the classroom, although they impinge upon and influence both instructional activites and their eventual impact or consequences for students of limited English proficiency. These are (a) what constituents of bilingual education--e.g., parents, teachers, students, administrators--consider indicators of success in bilingual instruction and what these mean for LEPs; and (b) what constitutes the macro-level context variables that further define and describe the school, district, and community in which the bilingual instructional settings in the study are located.

Table 1

Constructs, Research Questions, and Data Sources for Part I of the Study

CONSTRUCTS	RESEARCH QUESTIONS	DATA SOURCES
Indicators of successful bilingual instructional settings	What features/criteria do various experts among bilingual education constituent groups use in determining that a bilingual instructional setting (school and classroom) is successful? Constituent groups are: bilingual education program directors, principals, teachers, parents, etc. Are success indicators similar or different based on client groups, ethnolinguistic composition of LEPs population, site, level of eductaion (elementary school, junior high school, senior high school), and school classroom?	Open ended interviews with representatives of various client groups at each of six proposed Part I sites. Bilingual education classroom evidencing success criteria
Macro-level context data	What is the school, community, bilingual education program, and family context within which each of the sample classrooms is nested? What, if any, similarities/differences in the macro-level context exist across sites and classrooms?	Open-ended interviews with school principals, parents, others, at the classroom site. Review of available documents and program plans. Informal observations in community. Project director and data collector knowledge of community
Organizational structure of the classroom	(For each activity structure dimension) what forms are utilized in classrooms in bilingual schooling settings? Do differences on one dimension, e.g., language of instruction, interact with/appear to be related to differences in other dimensions, e.g., student choice?	Narrative descriptions based on in-class observations. General descriptive data obtained during in-class observation.
Allocation of Time	How is time allocated in exemplary bilingual schooling settings by content area, language of instruction, student language characteristics, resources, and category of teaching-learning activity? Does allocation of time differ according to configuration of macro-context levels?	In-class observations using stopwatch and coding sheet.
Teacher Variables	Which, if any, active teaching behaviors do teachers in successful bilingual schooling settings use when teaching reading and math?	Active teaching observation instruments.
	What expectations do teachers in bilingual settings have for LEPs and students who speak the majority language? What, if any, similarities/differences in expectations occur across teachers based on teacher's mother tongue, years of teaching in a bilingual education program, professional development related to instruction of LEPs? What sense of efficacy is expressed by teachers? Does efficacy appear to be related to teacher's mother tongue, etc.? (see above) In teacher's opinion, what is intent of instruction? Is intent similar/different depending upon student language, age, subject area?	Curriculum interviews.
	What patterns of interaction, in general, occur between teachers and students in bilingual schooling settings? What work activity and institutional demands are imposed by teachers in the classroom? Are these related to student's ethnolinguistic background, teacher's intent, sense of efficacy, expectations for students? What relationships exist, if any, between teacher intent and what the teacher does during instruction?	Narrative description of teacher behavior.
Student Variables	What is the language proficiency in L1 and L2 of the LEPs in each classroom, based on teacher ratings and other data sources?	Teacher ratings of language proficiency; other already available proficiency data.
	What is the Academic Learning Time of LEPs in bilingual instructional settings, by classroom, site, and across sites?	Academic Learning Time data. Descriptive narratives of student participation in the classroom.
	What social cognitive understandings do LEPs express regarding instructional demands, teacher authority, distributive justice in application of classroom resources and specific work activity demands?	Social cognitive understanding interviews.
	How do LEPs participate in classroom instructional activities? Is one style of participation more productive for some students than others? What, if any, relationships exist between the LEPs' proficiency, ALT, participation style(s), and/or social cognitive understandings?	Narrative description of student behavior in the classroom. Participation style analysis.

From January through June of the 1980-81 school year, classroom data for Part I of the study were collected. There were two levels of data collection activites. The first (Level 1) involved the collection of several kinds of data from the sample classrooms at each of the consortium sites. At the second (Level 2), one or two classrooms were studied intensively at each site in order to produce an ecological case study for each.

Level 1 data collection. For the 58 classrooms of the study sample, four sets of constructs were included in the Level 1 data collection. These were: (a) organizational structure of the classroom in terms of language of instruction, content (subject), work group size and composition, degree and nature of cooperation/collaboration among students, student choice options, nature and mode of teacher's evaluation of student work, and interdependency of these factors for work completion; (b) allocation of time by content, by language of instruction (L1 or L2) and by who is instructing (teacher or other adult), to use of instructional materials in L1 and L2, to LEP students and to others, and among different instructional activities; (c) teacher variables in terms of active teaching, teachers' expectations and sense of efficacy; and (d) student variables in terms of language proficiency, participation in classroom learning activities, academic achievement with emphasis on academic learning time for reading/language arts and mathematics instruction, and social cognitive understanding of students.

Level 2 data collection. The second level of the Part I study resulted in nine intensive, ecological case studies of bilingual instruction. These case studies were designed to obtain richer, more detailed information for nine of the classrooms included in the first level of data collection for Part I. The nine classrooms included two kindergarten classes, one first grade class, one combination grades one-two class, one second grade class, one combination graues two-three class, one combination grades three-four-five class, and two fifth grade classes.

Data were collected in the following sequence: (a) a teacher interview was conducted to determine instructional goals and how the classroom operates as an instructional-social system, as well as to describe a student who functions successfully in this system; (b) then, for each of three or four instructional events, (1) an interview was conducted with the teacher to determine the intent of instruction for that event; (2) observation of instruction followed, focusing concurrently on the teacher and on the four target students; (3) a debriefing interview was conducted with the teacher, to learn if instruction had proceeded as intended and if, in his/her opinion, target students had "learned" what was intended; and (4) debriefing interviews were conducted with target students to determine what they believed they were being asked to do, if they felt they had been successful at completing tasks and how they knew this, and their social cognitive understandings of how the classroom instructional-social system operates.

Table ii provides a list of documents and reports emerging from Part I of the SBIF study.

Table ii

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-80-D.1	Description of the Study
SBIF-80-D.2	Research Design: Part I of the SBIF Study
SBIF-80-D.1.1	Overview of the SBIF Study
SBIF-81-D.1.1	Review of the Literature for a Descriptive Study of Significant Bilingual Instructional Features
SBIF-81-D.3	Sample Description and Data Gathering Schedules: Part I of the SBIF Study
SBIF-81-R.4	Preliminary Analysis of Part I of the SBIF Study
SBIF-81-D.6	Criteria to Select Instructional Features and Consequences for Limited English Language Proficient Students for Part II of the SBIF Study
SBIF-81-D.7	Research Design: Part II of the SBIF Study
SBIF-81-D.7.1	Accommodation of the Seminar of Scholars' Recommendations for the Part II Research Design
SBIF-81-R.7	Executive Summary of Part I of the SBIF Study
SBIF-81-R.6-I	Volume I: Introduction and Overview of Part I of the Study
SBIF-81-R.5/ R.6-II	Volume II: Success Indicators and Consequences for Limited English Language Proficient Students in the SBIF Study
SBIF-81-R.2/ R.6-III.1	Volume III.1: Bilingual Instructional Perspectives: Organization of Bilingual Instruction in the Classrooms of the SBIF Study
SBIF-81-R.3/ R.6-III.2	Volume III.2: Bilingual Instructional Perspectives: Allocation of Time in the Classrooms of the SBIF Study

Table ii (Continued)

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-81-R.6-IV	Volume IV: Teaching in Successful Bilingual Instructional Settings
SBIF-81-R.6-V	Volume V: Consequences for Students in Successful Bilingual Instructional Settings
SBIF-81-R.6-I-A.1	Appendix A.1: Macro-level Context Report: Site 01
SBIF-81-R.6-I-A.2	Appendix A.2: Macro-level Context Report: Site 02
SBIF-81-R.6-I-A.3	Appendix A.3: Macro-level Context Report: Site 03
SBIF-81-R.6-I-A.4	Appendix A.4: Macro-level Context Report: Site 04
SBIF-81-R.6-I-A.5	Appendix A.5: Macro-level Context Report: Site 05
SBIF-81-R.6-I-A.6	Appendix A.6: Macro-level Context Report: Site 06
SBIF-81-R.5/R.6-VI-B.1	Appendix B.1: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Kindergarten: Site 01
SBIF-81-R.5/R.6-VI-B.2	Appendix B.2: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 1 & 2: Site 01
SBIF-81-R.5/R.6-VI-B.3	Appendix B.3: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 2 & 3: Site 02
SBIF-81-R.5/R.6-VI-B.4	Appendix B.4: An Ecological Case Study of Bilingual Instruction (English/Spanish) Grade 2: Site 03
SBIF-81-R.5/R.6-VI-B.5	Appendix B.5: An Ecological Case Study of Bilingual Instruction (English/Navajo) in Grade 1: Site 04
SBIF-81-R.5/R.6-VI-B.6	Appendix B.6: An Ecological Case Study of Bilingual Instruction (English/Cantonese) in Grade 5: Site 05

Table ii (Continued)

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-81-R.5/ R.6-VI-B.7	Appendix B.7: An Ecological Case Study of Bilingual Instruction (English/ Cantonese) in Grade 5: Site 05
SBIF-81-R.5/ R.6-VI-B.8	Appendix B.8: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Grade 1: Site 06
SBIF-81-R.5/ R.6-VI-B.9	Appendix B.9: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 3, 4, & 5: Site 06
SBIF-81-R.6-C	Training Manual for Data Collection: SBIF Study
SBIF-81-R.8	State-of-the-Project Report: SBIF Study

Part II of the Study

Information from Part I data analysis provided the basis for Part II of the study. Part II has been carried out during the second and third years of funding (1981-82 and 1982-83 school years). It is intended to verify the findings from Part I. The verification activities include:

- o Verification of aspects of instruction identified in the Part I study classrooms in other ethnolinguistic bilingual instructional settings. To accomplish this, inquiry was focused on new classrooms added to the sample at three consortium sites (CEMREL, University of Hawaii, and Northwest Regional Educational Laboratory) as well as new classrooms at Part I sites (Study I-A/B).

- o Stability of the instructional system and process across two academic years. To accomplish this, ten teachers from the Part I classrooms observed during the 1980-81 school year were studied with a new group of students in Part II during the 1981-82 school year (Study II-A). Stability in terms of LEP students' participation in bilingual instruction was also studied. In doing so, 86 students observed in Part I were followed into their new classrooms in the 1981-82 school year (Study II-B).

- o Utility from both research and program improvement perspectives.

To accomplish this, teachers from four of the Part I study classrooms were asked to select, from among the variety of significant bilingual instructional features identified in Part I, those they considered most useful in instructing LEP students (Study III).

- o Compatibility of Part I findings with those of related research--e.g., research on teaching per se, bilingual education research, successful schools research, research in related academic disciplines, and other research sponsored by the Part C Coordinating Committee. To accomplish this, Part I findings were addressed by recognized researchers in the above areas. They prepared analytical papers comparing their data with Part I findings, these were the focus of a national working meeting held in February 1983 (Study IV).

Table iii presents the list of reports associated with Part II of the SBIF study.

Table iii

Research Documents and Reports for SBIF Study: Part II

Document/Report Number	Title
SBIF-83-R.11	Site and Sample Descriptions SBIF Study: Part II
SBIF-83-R.12	Verification of Bilingual Instructional Features
SBIF-83-R.13	Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study
SBIF-83-R.13.1	Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study
SBIF-83-R.15/16	Utility of the SBIF Features for the Instruction of LEP Students
SBIF-83-R.9/10	Compatibility of the SBIF Features with Other Research on Instruction for LEP Students
SBIF-83-R.14	Executive Summary: Part II of the SBIF Study

This document reports one of the SBIF study's verification activities: the utility of the Part I findings for practitioners. The utility of the findings was examined through a series of meetings with teachers of LEP students, teacher educators, bilingual education program directors, and other interested practitioners. At least one meeting was held for each of the eight Part II study sites. Chapter One describes the utility meeting procedures and Chapter Two presents the responses of the participating practitioners.

ACKNOWLEDGMENT

The National Consortium for the Significant Bilingual Instructional Features Study would like to acknowledge the contributions of the thousands of students and hundreds of classroom teachers who participated in the study. The dedication of the staffs at the nine consortium sites, and the sustained cooperation of district administrators and school principals were critical to the achievement of study goals. Approximately 100 data collectors representing five different language groups were involved in the fieldwork. The study was thoughtfully advised on research and policy issues by a Seminar of Scholars and a Policy Implications Advisory Panel. The talent, energy, and perseverance of all of these contributors is deeply appreciated.

During the analysis and reporting phases of the study there was substantive and editorial input from a wide range of people. The Consortium is especially grateful for the many contributions of the site project directors: Migdalia Romero and Ana Maria Villegas (New York); Maria Masud and Alicia Rojas (Florida); Ana Macias (Texas); Gail Goodman (Arizona); Larry F. Guthrie, John Lum, and Kalei Inn (Oakland, California); Joaquin Armendariz and Christine Baker (San Francisco, California); Astacia Wright (Illinois); Felipe Paris (Oregon); and Milagros Gavieres (Hawaii). The Consortium also acknowledges the special contributions of Elsie Gee for her organizational ability, high energy, constructive criticism, and perseverance in the planning, conduct, and management of the study, Carolyn Arnold, Mark Phillips, and Christine Baker for data analysis, Becky McReynolds for a broad range of editorial work, and Raquel Castillo, Patricia Ferman, and Peter Grace for coordination of document production.

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CHAPTER ONE

DESCRIPTION OF THE UTILITY STUDY

This report represents one of four major activities aimed at verifying findings from Part I of the Significant Bilingual Instructional Features (SBIF) descriptive study. This particular verification activity examined the instructional features identified as significant during Part I in order to evaluate their utility for practitioners.

The utility study was carried out through a series of invitational meetings between consortium members and a variety of bilingual education practitioners such as teachers, principals, staff developers, program directors, and teacher educators. The responses of these practitioners to the SBIF study's findings were recorded and are discussed in Chapter Two.

Purpose

The fundamental question guiding the study of the utility of the SBIF findings was:

> Which of the significant bilingual instructional features identified during Part I of the study appeared to offer improved learning experiences for limited English proficient (LEP) students?

The utility of the features was to be examined from three perspectives:

1. The usefulness of the features for improving instruction for LEP students;

2. The potential of the features for implementation in instructional programs; and

3. The appropriateness of the features for various ethnolinguistic groups.

Each of these perspectives was considered helpful in studying the utility of the SBIF features for the instruction of limited English proficient (LEP) students and for the training of teachers responsible for instructing LEP students.

As stated in the preface to this volume, the SBIF study was designed to identify and describe significant features of bilingual instruction. The classrooms selected for the study (a) were nominated by bilingual education constituents as successful bilingual

instructional settings, and (b) represented a diversity of ethnolinguistic groups. Data were collected and analyzed by a variety of methods.

The findings from Part I of the SBIF study yielded five significant bilingual instructional features. To be considered "significant," an instructional feature had to meet four criteria. First, it had to have a basis in the research literature in terms of positive instructional consequences for LEP students. Second, it had to have occurred frequently and to a high degree across the classes of the Part I sample. Third, it must have been identified by the sample of teachers as significant for bilingual instruction and for positive consequences for LEP students. Fourth, during analysis, features or clusters of features had to be associated with desirable consequences for LEP students.

The SBIF Study Features

Based on these criteria, the five features determined to be significant were: (a) congruence of instructional intent, organization and delivery of instruction, and consequences for LEP students; (b) use of active teaching behaviors; (c) use of the students' native language (L1) and English (L2) for instruction; (d) integration of English language development with basic skills instruction; and (e) use of information from the LEP students' home culture.

1. Congruence of instructional intent, organization and delivery of instruction, and student consequences. The teachers nominated as successful during Part I of the study specified task outcomes as well as what students needed to do to achieve those tasks. In addition, they communicated high expectations for learning for LEP students and a sense of efficacy concerning their own teaching. In these and other ways, successful teachers in Part I of the study demonstrated congruence on alignment in their instructional intent, classroom organization and delivery, and student consequences.

2. Use of active teaching behaviors. Teachers of LEP students in the SBIF study exhibited active teaching behaviors which have been found to be related to increased student perfomance on academic tests of achievement in reading and mathematics. These behaviors fall into four major categories: (a) teachers communicate clearly, giving accurate directions, specifying tasks, letting students know when they have completed tasks correctly, and presenting new information understandably; (b) they obtain and maintain students' engagement in instructional tasks by pacing instruction appropriately, promoting involvement, and communicating their expectations for students' success in completing instructional tasks; (c) they monitor students' progress; and (d) they provide immediate feedback regarding the students' progress.

3. Use of L1 and L2 for instruction. Successful teachers of LEP students mediate instruction by using both the students' native language (1) and English (L2) for instruction, alternating between the two languages to ensure clarity of instruction for LEP students.

4. Integration of English language development with basic skills instruction. Teachers of LEP students mediate instruction for LEP students by integrating English language development with academic skills instruction. Teachers focus on students' acquisition of English as well as lesson content, even when L1 is used for a portion of the instruction.

5. Use of information from the LEP students' home culture. Teachers of LEP students mediate instruction by observing the values and norms of the LEP students' home culture, using cultural referents during instruction and organizing instruction in ways compatible with the LEP students' culture.

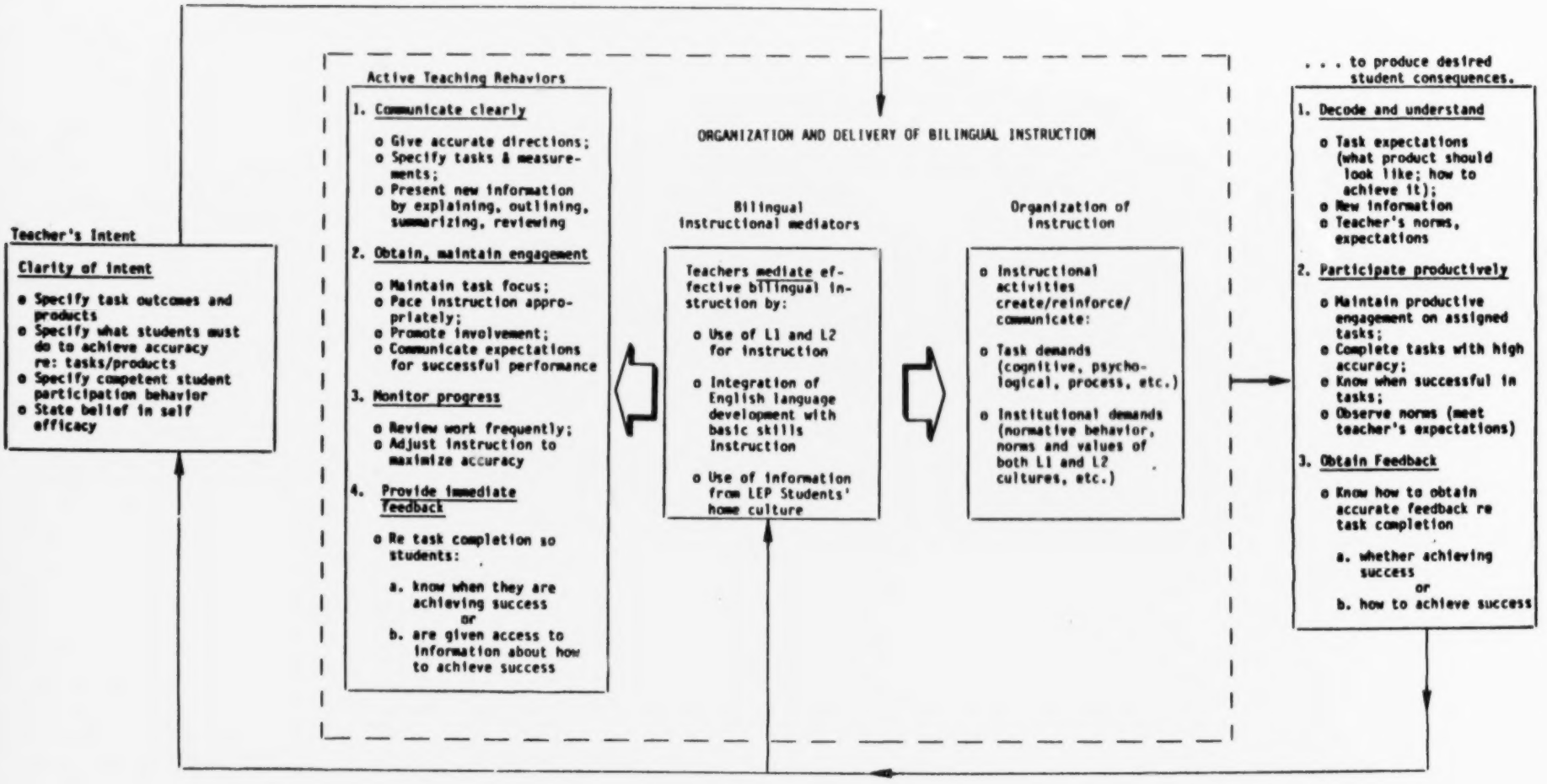
Further discussion of the significant bilingual instructional features is contained in the Executive Summary of Part I of the SBIF Study (SBIF-81-R.7). For the purpose of this report, the interrelationships among the SBIF features are illustrated by the Framework for Bilingual Instruction displayed as Figure 1.

The framework depicts the critical links among three elements of the instructional process: (a) the teacher's ability to clearly specify the intent of the instruction; (b) the extent to which this intent is reflected in the organization and delivery of the instruction; and (c) the degree to which the intended student consequences result. Instruction in the Part I classrooms nominated as successful bilingual settings was found to exhibit elements of effective teaching in general. These elements included the active teaching behaviors of communicating clearly, engaging students, monitoring students, and providing feedback, as well as the effective organization of instruction. The teachers of limited English proficient students, however, were further required to "mediate" instruction to ensure competent participation by those students. Mediation of bilingual instruction was achieved in three ways: (a) by the use of L1 and L2 for instruction; (b) by the integration of English language development with basic skills instruction; and (c) by the use of information from the students' home culture.

Organization

The series of meetings that composed the utility study took place between September 1982 and March 1983. At least one meeting was held for each of the eight Part II study sites. The principal purpose of these meetings was to present findings from the study to practitioners in the field of bilingual education for their reactions. Since local concerns and constraints were quite different, it was necessary to structure the meetings so that comparable content and focus would be achieved, and comparisons and contrasts across meetings could be made.

Figure 1. A framework for bilingual instruction.


Teacher's Intent
Clarity of intent
o Specify task outcomes and products
o Specify what students must do to achieve accuracy re: tasks/products
o Specify competent student participation behavior
o State belief in self efficacy
Active Teaching Behaviors
1. Communicate clearly
o Give accurate directions;
o Specify tasks & measurements;
o Present new information by explaining, outlining, summarizing, reviewing
2. Obtain, maintain engagement
o Maintain task focus;
o Pace instruction appropriately;
o Promote involvement;
o Communicate expectations for successful performance
3. Monitor progress
o Review work frequently;
o Adjust instruction to maximize accuracy
4. Provide immediate Feedback
o Re task completion so students:
a. know when they are achieving success
or
b. are given access to information about how to achieve success
ORGANIZATION AND DELIVERY OF BILINGUAL INSTRUCTION
Bilingual instructional mediators
Teachers mediate effective bilingual instruction by:
o Use of L1 and L2 for instruction
o Integration of English language development with basic skills instruction
o Use of information from LEP Students' home culture
Organization of instruction
o Instructional activities create/reinforce/communicate:
o Task demands (cognitive, psychological, process, etc.)
o Institutional demands (normative behavior, norms and values of both L1 and L2 cultures, etc.)
. . . to produce desired student consequences.
1. Decode and understand
o Task expectations (what product should look like; how to achieve it);
o New information
o Teacher's norms, expectations
2. Participate productively
o Maintain productive engagement on assigned tasks;
o Complete tasks with high accuracy;
o Know when successful in tasks;
o Observe norms (meet teacher's expectations)
3. Obtain Feedback
o Know how to obtain accurate feedback re task completion
a. whether achieving success
or
b. how to achieve success

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Specifications for Utility Meetings

To ensure uniformity of meetings' content and focus, the following specifications were developed and followed:

1. At least one utility meeting was to be held for each of the Part II data collection sites. Participants representing a variety of role groups would be invited. However, teachers of LEP students and administrators of programs for LEP students were the principal targets of the presentations.

2. The findings from Part I of the study only were to serve as the focus for discussion. In the main, Part I findings across sites were to be discussed; however, site specific information relevant to the particular site of the utility meeting also was presented.

3. The discussion was to address the SBIF findings from the three utility study perspectives: (a) the usefulness of the features for improving instruction for LEP students; (b) the potential of the features for implementation in instructional programs; and (c) the appropriateness of the features for various ethnolinguistic groups.

Each site was provided with guidelines for conducting the utility meeting and for reporting the meeting results. The following excerpt from the Report Manual describes the format that was followed.

> General Description of the Meeting. Each site designed its own utility meeting to fit its own particular needs. This section of your report, then, should describe the overall organization of the meeting, where and when it was held, who participated, and what organizations were involved. To help structure this portion of the report, a series of questions which address the relevant areas to be covered are provided below. The underlined phrases can head the subsections. Finally, be sure to highlight any particularly innovative or creative aspects of the meetings and describe them in as much detail as possible.
>
> (1) Overview. Where was the meeting held and when? Give the place of the meeting and explain how that was decided upon. It the meeting lasted more than one day, mention that as well. Also indicate how the meeting was organized. Was it part of a larger conference, or implemented by the consortium agency alone? How was the decision made to organize it in that way?
>
> (2) Cooperating agencies. Did any other agencies/organizations cooperate? If so, what was their involvement? Did they contribute staff time, money, facilities, or what? Describe how the cooperation of the other group(s) was beneficial to the meeting.

(3) Role group representation. What practitioner role groups were represented? Were there bilingual teachers, directors of bilingual instructional programs, other teachers, etc.?

(4) Meeting format. What was the meeting format? Were there presentations to a large group? Large group and then small groups? Hands-on activities? Did the presentations involve the use of visual aids or handouts? If so, what kind and how were they used? Provide copies of the agenda and handouts in an appendix.

(5) Presentations. Who gave the presentations? Briefly summarize each presentation. If audience participation activities were included, (e.g., small-group discussions, or practice in analytic observation strategies), what were they and how were they done?

Results. The second section of your report should present the results of the meeting. One of the purposes of the utility meeting is to obtain from practitioners information on (a) whether the SBIF findings seem compatible with what they know about bilingual education already; (b) the specific areas of inquiry in addition to what is presented, e.g., ethnolinguistically specific behavior to teachers and/or students; and (c) how best to proceed with making this information available to other practitioners. These three topics will constitute the subsections for this part of the report. Each is described in more detail below.

(1) Utility. For each participating role group, report in what ways they felt the information from the study useful. Findings will most likely be presented in terms of instruction and student consequences. In regard to the first, did the findings look similar to what they already know? Did they provide them with new insights into things they already knew but couldn't articulate? If there are findings which seem entirely new, would they be willing to try to utilize them? In regard to student consequences, did the findings make sense? Are they compatible with their prior knowledge?

(2) Additional information. Is there anything the participants brought up which adds to the study findings? For example, one of the important findings from Part I involved the use of three bilingual instructional mediators by successful teachers. A discussion of these will no doubt be a prominent part of your meeting, and you should be sure to report any additional information related to each. What, for example, did teachers have to say about the effective use of L1 and L2 in instruction? Did teachers describe any culturally specific facts which would be

important in the design and delivery of instruction to local LEP students?

(3) Implementation. Describe how those responsible for implementing such information would use it for training. How, for example, could findings and/or analytic strategies be best communicated to (a) bilingual teachers, (b) monolingual English teachers who teach LEP students, (c) teacher aides, (d) administrators, (e) bilingual teachers-in-training, and/or (f) bilingual teacher educators? If any other role groups were represented at your meeting, or the implementation of information with additional groups was addressed, be sure to report that as well.

Reports based on these specifications were obtained after each utility meeting.

Description of a Utility Meeting

In order to provide a feeling for the organization of the utility meetings, one of the meetings is described here in some detail. The following description is of the first meeting, held at Site 1, which served as a model for the meetings at other sites. This particular utility meeting was held on two consecutive days. Day 1 was primarily for persons in teacher education who were interested in applying findings from the study; Day 2 was for teachers of LEP students.

Day 1: Applying SBIF to teacher education. The first meeting, held Friday, September 24, 1982, was conducted by the Bilingual Education Service Center (BESC) at Hunter College, CUNY, in New York City. Participating were persons from two other BESCs in the Northeast, an EDAC (Evaluation, Dissemination, and Assessment Center), a NODAC (National Origin Desegregation Assistance Center), the staff of the Hunter College BESC, representatives from higher education in the greater New York Area, and persons from bilingual education in the New York City Schools. Included among the latter group were the director of bilingual education for the city, bilingual education coordinators for several community school districts, a principal, and persons from the research and evaluation staff for the city schools.

The meeting was organized into two sessions. Session 1 took place before lunch and focused on (a) a presentation of the findings and what could be used from the study for purposes of teacher education, and (b) a presentation of findings from one local site analysis. Session 2 took place after lunch, during which participants asked questions and addressed strategies for using information from the study for teacher education. "Teacher education" was defined as the education of all education personnel with respect to instruction for LEPs, including both preservice teacher education and inservice education of teachers, principals, middle and top school management, and members of boards of education and other relevant policy development

groups. (A copy of the statement of purpose and agendas for several of the utility meetings appear as Appendix A.)

Dr. William Tikunoff presented the study findings from Part I of the study, and discussed how this information was reflected in the system of instruction in bilingual classrooms. His presentation included an overview of the framework for bilingual instruction as described in the Executive Summary for Part I. This framework illustrates the components of and the links between an effective teacher's intent, his or her organization and delivery of instruction, and student consequences.

The presentation of the cross-site study findings was divided into four categories:

Category 1: The findings themselves, focusing on (a) what constitutes effective instruction, (b) how the three mediational variables mediate effective instruction by informing both active teaching and the organization of instruction, and (c) what constitutes competent student participation in instruction and how teachers can adjust the organization and delivery of instruction to modify student behavior.

Category 2: Data collection strategies from the study, which can provide a way to train teacher educators, teachers (both pre- and inservice), principals, and others to analyze instruction and compare it to effective instruction.

Category 3: The data, e.g., teachers' curriculum interviews, teachers' protocols descriptive of instruction in process, student protocols' for understanding how students participate during instruction, teachers' case studies illustrating the linkage between intent, organization and delivery of instruction, and resultant student consequences.

Category 4: Inquiry processes utilized in the course of analyzing data with teachers as well as such strategies for conducting the curriculum interviews and case studies.

Following the presentation of the overall study findings, Ana Villegas of the site staff presented data on the use of two languages for instruction of LEPs at the New York site. Among the data presented were the frequency with which teachers alternated between languages during instruction and information on teachers' attitudes toward their use of language in instruction. A focus of teacher training (and some local school policy) supported a position that teachers ought not to alternate between languages during instruction because this might tend to "confuse" the child. Teachers explained that they were more interested in knowing that a student understood what was going on, and thus used L1 to promote understanding.

Session 2, in the afternoon, focused on how this diverse group of persons might work together to implement the study findings. About 20 people signed up for three committees to discuss such implementation. This sort of session was not a requirement of the utility meetings.

The Day 1 presentation was videotaped by the BESC staff for distribution.

Day 2: Applying SBIF findings to practice. The second meeting was held Saturday, September 25, and was conducted by Jose Vazquez-Faria, Migdalia Romero, and Ana Villegas of the SBIF consortium staff, and Carmen Mercado of the Hunter College BESC staff. Participating were nine of the teachers in whose classrooms data were collected for both Parts I and II, or for just Part II. They also served as resource persons for group discussions. In addition, 27 teachers from other Community School Districts in New York serving Hispanic LEPs attended the day-long meeting.

The meeting was organized in three sessions. In Session 1 the findings from Part I of the study and the framework for bilingual instruction were presented.

Session 2 involved small group discussions. Groups were formed representing lower elementary grade teachers (K-3) and upper elementary grade teachers (4-6 and one junior high teacher). Groups met for approximately an hour and a half. Discussion centered on three topics: the use of Spanish and English in instruction; the integration of English language development with basic skills instruction; and use of students' culture. Under each topic, a set of questions had been developed to facilitate discussion.

Topic 1: Use of Spanish and English in instruction.

How do you use Spanish and English in instruction? Elaborate.

Do you clearly separate their use? Under what conditions? Why?

When do you use Spanish and English? Is it a conscious decision?

Do you try to translate what you say from one language to the other? How does that work? Why? When?

In what ways is your use of Spanish/English effective? How is it related to student achievement and participation?

Do you use different instructional techniques with students of limited English proficiency as opposed to those you use with students who are proficient in English?

Topic 2: Focus on language development.

Do you consciously focus on language development (Spanish/English) in instruction? What is your philosophy about this?

How do you do this and under what circumstances? Do you focus only on English development (or Spanish development)?

What patterns in a student's use of language would prompt you to attend to the development of his or her first or second language?

What are some special language development techniques? Are they different for Spanish? English?

Do you think the procedures you follow are especially effective? Why?

Topic 3: Use of students' culture.

How do you use features of the students' culture in your instruction? Can you give examples?

Are you aware of cultural norms and values as you instruct? What are they?

Do you build on these norms and values and incorporate them into instruction? How do you do that?

Do you see yourself as a cultural role model? How?

What effect does your use of the culture or status as a role model have on the students? How is this shown?

These pre-determined topics and the series of questions prepared for each were important to ensure that the discussions produced the information necessary to the SBIF utility study. As teachers discussed each of these topics, they recorded information and other thoughts on a sheet provided. In addition, a member of the SBIF or BESC staff served as recorder and took notes as teachers talked, and frequently asked for clarification. So that teachers would not feel inhibited no tape recorders were used.

Session 3 took place over a buffet luncheon. The participants sat as two groups and recorders continued to collect information informally. Following lunch, each recorder reported to the total group, seeking to categorize information into major themes.

The Participants

The intended participants were practitioners from several role groups, e.g., bilingual teachers, directors of bilingual instructional programs, bilingual education staff developers and teacher educators, and public school administrators. Table 1 lists the organizations, locations, and dates for the entire series of utility meetings. For a sample of the individual participants at the utility meetings, see Appendix B.

Table 1

Schedule of Utility Meetings

Site	Organization	Dates
New York (Site 1)	Hunter College, CUNY	Sept. 24-25, 1982
Florida (Site 2)	Florida International University	Nov. 30, 1982
Texas (Site 3)	El Paso School District	Feb. 2, 24, 1983
Arizona (Site 4)	Indian Education Conference Arizona State University BESC Advisory Committee	Nov. 19, 1982 Dec. 6, 1982
California (Site 5)	California Association of Bilingual Education	Jan. 28, 1983
Illinois (Site 7)	Chicago School District	Mar. 31, 1983
Oregon (Site 8)	Northwest Regional Education Laboratory	Jan. 21-22, 1983
Hawaii (Site 9)	University of Hawaii	Feb. 3, 1983

CHAPTER TWO

RESPONSES OF PARTICIPANTS TO SBIF FINDINGS

The participants in the SBIF study's series of utility meetings were asked to react to the findings from Part I of the study. The findings from Part I identified and described five features of bilingual instruction that appeared to be significant in the teaching of limited English proficient (LEP) students. There features were: (a) congruence of instructional intent, organization and delivery of instruction, and student consequences; (b) use of active teaching behaviors; (c) use of L1 and L2 for instruction; (d) integration of English language development with basic skills instruction; and (e) use of information from the LEP students' home culture.

The utility of these features was discussed by participants at the utility meetings in terms of :

1. their usefulness for improving instruction for LEP students;

2. their potential for implementation in instructional programs; and

3. their appropriateness for various ethnolinguistic groups.

This chapter reports the responses of the participants from each of these three perspectives. It should be noted, however, that due to the complexity of and interrelationships among the features there will be areas in which the discussions overlap.

Usefulness for Improving Instruction

The first issue undertaken at each of the utility meetings was that of the usefulness of the SBIF features for the instruction of LEP students. As it came to be defined during deliberations at the various utility meetings, usefulness was perceived at three levels: the classroom in terms of instruction, the school in terms of management of instruction, and the school district in terms of policy determination for the instruction of LEP students.

Usefulness at Classroom Level

Three recurring observations by the utility meeting participants attested to the usefulness of the SBIF features for improving instruction. First, there was a consensus across sites that the features could describe instruction for LEP students in terms of concrete variables that teachers understood. The practitioners commented that prior bilingual education research had focused on evaluating program models

rather than on identifying and describing factors that constituted appropriate instruction for LEP students. In general, the SBIF features seemed to confirm what most of the participants perceived was essential to good instruction in bilingual instructional settings.

Second, the practitioners were impressed that the features were not tied to a single bilingual education program model. In fact, the variety of programs across sites seemed to indicate that effective instruction of LEP students was possible regardless of the bilingual education model used. This second observation is important in light of interest among bilingual educators in developing and replicating bilingual education program models.

Third, the practitioners recognized that the SBIF features appeared to be useful for the instruction of LEP students from all of the ethnolinguistic populations included in Part I of the study. This is important in that some authorities believe bilingual instruction should vary given differing ethnolinguistic groups. The utility meeting participants acknowledged that at least some features of instruction might remain constant for all LEP students.

These general impressions of the usefulness of the SBIF study features seemed to be supported by practitioners' responses to the individual features they used in their own classrooms. Some of the participants' comments on each feature are discussed below.

Congruence of instructional intent, organization and delivery of instruction, and student consequences. The practitioners agreed with the study findings that good bilingual teachers clearly specify instructional outcomes and link them to the organization and delivery of instruction to produce intended LEP student performance. In addition, they agreed that to be effective, teachers of LEP students had to hold high expectations, both for their students and for their own ability to teach. Otherwise, they believed, LEP students would give up or become complacent.

Teachers participating in the utility meetings offered several explanations for why such instructional congruence was difficult for bilingual teachers to obtain. Chief among these was the behavioral objectives movement in teacher education which might lead teachers to overly segment instruction. This phenomenon is reflected in the materials provided for instruction, in the instructional curriculum developed, and in the attitudes of those supervising and evaluating instruction. In the teachers' opinion, this focus on discrete objectives works against teachers' perceiving instruction as a continuum across a school year.

A second explanation was the heavy emphasis on testing students. Teachers felt this encouraged teachers to focus on teaching to the tests rather than integrating instruction into the year-long curriculum. The practitioners believed that this might be especially true for LEP students because of policies requiring that the students be tested regularly for English language proficiency as well as for academic achievement.

A third explanation for the difficulty in achieving instructional congruity identified by the teachers was record keeping. Many instructional programs were reported to require extensive recording of LEP students' progress, and this, coupled with the necessary remediation of some students, sometimes caused teachers to apportion instruction in piece-meal fashion.

Whether or not such factors actually constrain teachers from carrying out their instructional intent, practitioners attending the utility meetings perceived that this was the case.

Use of active teaching behaviors. Active teaching, too, was identified by practitioners as being essential for the effective instruction of LEP students. Practitioners believed that if LEP students do not understand the requirements of instruction, they are at a decided disadvantage. Thus, the practitioners reported working hardest at making certain that their LEP students understood classroom expectations. They enumerated a variety of strategies to accomplish student understanding, but the most frequently cited was the use of L1 to clarify instruction.

A sense of efficacy was another element of active teaching identified as important by the practitioners. They described many incidents in which LEP students performed dramatically better when placed with teachers who believed they were capable of learning and worked at both communicating these expectations and providing the appropriate instruction to produce desired outcomes. The practitioners believed that teachers who brought a sense of efficacy to the classroom displayed an important and necessary sensitivity. If this sensitivity were not communicated to LEP students, practitioners doubted that LEP students could have a successful school experience.

Monitoring students' work and providing appropriate feedback also were confirmed by practitioners as essential elements of effective instruction. The teachers reported a belief that their ability to use L1 provided the students with more effective feedback.

Use of L1 and L2 for instruction. In Part I of the study, the use of the students' native language (L1) and English (L2) was found to be an important feature. Teachers in the Part I sample used L1 a portion of the time for some of the students. Usually, this was in order to translate key words and concepts into L1 when they were instructing in English so that LEP students could keep up with the lesson. Target LEP students appeared to participate competently in instruction, accumulating a relatively high amount of Academic Learning Time (ALT).

The practitioners felt that being able to use both L1 and L2 for instruction was necessary and productive for instructing LEP students. During their deliberations across the sites, the practitioners raised several issues that are useful to understanding this SBIF feature as an essential element of instruction for LEP students.

How much L1, and when? A recurring concern was the issue of how much of each language to use, and under what circumstances. General agreement centered on using L1 to translate whenever a particular LEP student or group of students failed to understand lesson content. The practitioners felt that translation enabled students to keep up with the lesson and facilitated their productive engagement in instructional tasks. In addition, practitioners agreed that the amount of L1 needed for translation varied across LEP students. Some students were reported to develop English-language proficiency quickly, while others proceed at a much slower rate. Even when LEP students enter school at the same age, it is not possible to predict exactly how long it will be before any one of them can function competently in an English-only instructional setting. Thus, practitioners reported that they had to vary their use of L1 for instruction depending upon the English language proficiency of each LEP student.

Who gets instruction in L1? The focus in bilingual education programs frequently is on identifying students who need English language instruction. A common method is to test students in their oral language ability and literacy in English. In some school districts, practitioners reported an additional concern with assessment of LEP students' proficiency in L1, since developing L1 proficiency was a policy at some sites. Thus, considerable test information often exists for a given LEP student. However, teachers among the practitioners attending utility meetings stated that they seldom used test information for designing and delivering instruction for their LEP students. The teachers also reported that they tended not to read the cumulative records for their students since information contained in them was often misleading or inconclusive.

The teachers reported a variety of strategies they used to assess LEP students' language proficiency. Generally, the teachers made assessments at the beginning of the school year. These were both formal and informal. For example, a fourth grade teacher at Site 1 reported that on the first day of school she begins instruction in English and "watches for responses on the part of my students. After a while, I can tell who is understanding English. If they understood what I just said, then I speak to them in Spanish. In this way, I know who is going to need some instruction in L1." Other techniques were a variation on this procedure, with teachers sometimes using self-made instruments, instruments developed by other teachers, or instruments obtained at workshops or through staff development.

This independent assessment by teachers was primarily for the purpose of in-class instruction. Formal assessment appeared to determine eligibility of students for bilingual education programs, but teachers reported that they sometimes used their own judgment to augment eligibility decisions. This was especially true when LEP students appeared to be unable to participate competently in monolingual English instructional settings to which they had been assigned. In the opinion of practitioners attending utility meetings, teacher assessments were critical, since the teachers were ultimately responsible for delivering instruction.

Alternating between L1 and L2. During instruction in basic skills, teachers in the Part I sample were described as alternating between English and L1. They did so in order to achieve clarity, and appeared to direct alternation of languages to single students, or groups of students. While practitioners agreed that translation was sometimes necessary and useful, this facet of the use of L1 and L2 elicited a variety of responses and generated some controversy. Two prevailing philosophies in bilingual instruction seemed at the root of the controversy.

Among bilingual educators, a debate has raged concerning the language in which a child should first be taught. One school of thought maintains that a child should initially be taught in L1, gradually introducing instruction in English as the child develops proficiency in the second language. Proponents of this system maintain that across time a LEP student will make the transition from instruction in L1 to instruction in L2 without falling behind in basic skills. The second school of thought maintains that it is easier for a LEP student to develop English language skills if instruction is initially delivered in English, but with L1 used to ensure clarity. Practitioners attending the utility meetings tended to fall somewhere along a continuum between the two approaches.

At Part I sites, curriculum was established by school district policy. Teachers followed the curriculum established, but not without some uneasiness when they had to follow policy that went against their own beliefs. For example, some school districts discouraged alternating between L1 and L2 to avoid confusing students. The utility meeting participants, however, agreed that the instructional context dictated whether L1 or L2 was appropriate and productive. Regardless of the overall school district policy, the participating teachers felt there were times when language alternation was appropriate.

Integration of English language development with basic skills instruction. When instruction is delivered in English, LEP students must develop proficiency in English before they can begin to participate competently in instructional activities. The Part I teachers felt that using L1 for a portion of the instruction facilitates LEP students' understanding of instructional tasks. But what about the development of English language proficiency?

Teachers in the Part I sample accomplished this by integrating the development of English language proficiency with regular in-class instruction. Thus, students learned English with relation to the instructional and institutional task demands of regular classroom instruction. The practitioners at the utility meetings found this integrative approach to developing English language proficiency to be sound and practical. In addition, they suggested that it is an instructional strategy that could be learned and used by teachers at all grade levels.

Teachers of LEP students in the Part I sample felt that it was very important to integrate language development with regular class

instruction. They felt that when LEP students are taken from the regular classroom to receive ESL instruction, and the ESL instruction is not tied to the demands of the regular classroom, the ESL instruction may not be as useful. An integrative language development approach allows teachers to develop LEP students' English language proficiency with respect to the lesson content and concepts on which instruction is focused. Furthermore, even though LEP students are pulled from classes to receive ESL instruction, teachers can use an integrative approach to English language development during regular class instruction.

Practitioners at the utility meetings believed that the integrative language development approach could be taught even to teachers who were not themselves bilingual. One recommendation made at several sites was that teachers be taught the integrative approach to language development as a part of their regular teacher education program, and that this be offered for teachers of all students and not just LEP students.

Use of information from the LEP students' home culture. The fifth SBIF feature on which practitioners at the utility meetings focused was the use of information from the LEP students' culture to enhance instruction. Practitioners across the utility meetings attested to the use of such strategies in their own instruction of LEP students.

Usefulness at School Level

Among the practitioners at the utility meetings were school principals. While school level variables were not a part of the SBIF study, principals and other administrators who participated in utility meetings suggested that some information from Part I could be useful to principals and others who deal with instruction at a management level. Thus, how to utilize the SBIF features within the framework of the total management of instruction for a school became a topic at several of the sites.

Usefulness for conceptualization. Principals found the SBIF framework for bilingual instruction to be a potentially useful tool for observing, analyzing, and evaluating instruction at their schools (see Figure 1, Chapter One). They suggested that it could be used as well for planning and evaluating instruction of all students, not just LEP students.

Central to these uses is the notion of mediation of instruction as a powerful means for conceptualizing and planning instruction for a given population of students. If successful teachers of LEP students used mediation, principals theorized that similar mediation strategies might be used by effective teachers for other students with varying instructional needs. Given the myriad of federal and state education programs with which a principal must deal, practitioners at the utility meetings suggested that the framework could serve the purpose of stimulating discussion at a school about what

constitutes effective instruction generally, and what mediation strategies teachers might have to use for different students. In this way, they believed agreement could be reached among a faculty of teachers with regard to planning for instruction and teacher evaluation.

Beyond planning and evaluation, principals and other practitioners found the framework useful for other purposes. Principals are responsible for helping teachers to become more effective, but a frequent criticism was that school districts do not provide principals with sufficient training to do this. Principals felt the framework might be useful for thinking about effective teaching of LEP students in terms of active teaching behaviors and mediators. Principals believed that with some training in observation procedures, they could determine which elements of effective instruction teachers were using and identify areas for improvement. Diagnosis of this sort was found by principals and others to be potentially useful for future staff development.

Usefulness for assessing achievement. Academic achievement tests as the sole means for assessing LEP students' progress in acquisition of English language proficiency and basic skills is under heavy attack, not only among bilingual educators by in public education generally. Principals and others who are responsible for evaluating teachers therefore found the notion of competent student participation in instruction to be a powerful, potential alternative to testing.

Along this line, they suggested two things. First, they believed that obtaining a measure of the average amount of ALT accumulated by students in a class was a more useful way of determining a teacher's effectiveness than standardized achievement tests. It was considered to be more immediate, so that principals did not have to wait for achievement test results, reported by many as taking too much time before they were available. In addition, it was believed to be useful for identifying students who were not accumulating high enough ALT and therefore might require additional assistance, either by the teacher or through intervention from outside the classroom. In the latter respect, several principals stated that they could use the concept of ALT to report to parents on their children's instructional progress.

Second, principals suggested that obtaining information on how students participate during instruction would assist with understanding what students might be doing that would possibly impede their progress. Principals felt that such information from Part I of the study would give them a better set of criteria for judging a student's performance and for discussing with parents how to improve this.

Usefulness for assessing language proficiency. Another continuing concern among bilingual educators is the identification of LEP students. As with evaluation of effectiveness of instruction, academic tests of achievement are used for identifying students who are of limited English language proficiency and therefore in need of special

instruction. As the sole procedure for LEP student identification, testing students was criticized for its inadequacies. Practitioners felt that a LEP student needed to be observed during instruction in order to determine how well he or she could function in an English-only instructional setting. They suggested that some measure of a students' ability to participate in instruction when it was being delivered primarily in English would be a better indicator of whether or not a student indeed was LEP. This notion was developed further in recommendations from utility meeting participants for school district level policy formulation.

Usefulness at District Level

A third level at which practitioners attending the utility meetings found the Part I findings useful was for establishing school district policy regarding instruction for LEP students. Most of the participants' recommendations concerned matters that tend to be decided by school boards and superintendents. Some of the recommendations were potentially in conflict with established policies and operating principles.

Usefulness for assessing bilingual programs. Testing procedures used in bilingual education programs came under heavy criticism across the utility meetings. Practitioners repeatedly expressed dissatisfaction with the amount of testing and retesting that confronts LEP students. Such frequent experiences were perceived to interfere with the flow of instruction, and since teachers particularly mistrusted the results, there appeared to be a great deal of frustration in dealing with the testing issue.

Testing appeared to be for two purposes: (a) to identify students who are LEP and therefore qualify for participation in bilingual education programs; and (b) to evaluate the results of bilingual education programs in order to establish their success. With respect to the identification of LEP students, practitioners at the utility meetings suggested that, since the issue at stake was whether or not a student could participate in instruction when it was delivered primarily in English, a better measure would be to obtain descriptive evidence from that situation.

Constructs from Part I of the study identified as being helpful for this purpose were the characteristics of competent participation in instruction and ALT. Using both, one could obtain observational evidence of whether a student was able to participate competently when instruction was delivered in English, as well as a measure of the accuracy with which (s)he performed instructional tasks. Practitioners found this information more useful since it would be collected during instruction. In addition to establishing a student's ability to participate competently when instruction is delivered in English, practitioners felt that such a procedure could potentially provide important information with respect to adjusting instructional treatment to accommodate a student's particular needs.

Likewise, with respect to evaluating bilingual education programs, practitioners identified several aspects from Part I that would be useful. The usual procedure for evaluation is to test students using academic achievement tests in basic skills. Since achievement tests do not always relate to what was covered during instruction, teachers felt more comfortable with using instruments that get at measures of competent student participation in instruction and the amount of ALT accumulated. In addition, they pointed to indicators of successful instruction like active teaching behaviors and the mediational strategies identified in Part I. Given that the SBIF features describe instruction of LEP students, practitioners appeared to strongly support their use in determining the effectiveness of a given bilingual education program.

Usefulness for assessing classroom language use. School district policies with regard to using L1 for a portion of the instruction of LEP students were reported to vary widely. Insofar as practitioners at the utility meetings were concerned, at stake was the finding from Part I of the study which indicated that successful teachers of LEP students used L1 to achieve clarity. In those school districts that have set policies against the use of L1 for instruction, practitioners believed there would be some resistence to changing policy, but that it was important and necessary to present this finding to the districts. If expectations are that LEP students continue to progress in academic skills while developing their English language proficiency, then the practice of using L1 to ensure clarity seemed useful to the practitioners.

A second area of policy regarding language use concerned the alternation between L1 and L2 during instruction. According to the practitioners, some school district policies discourage this based on the assumption that alternating between languages might tend to confuse students. In addition, if the intent of instruction is to learn to use a language (either English or, in some programs, L1), some policy suggests that reverting to the other language might negate this goal. However, practitioners pointed to the issue of clarity and suggested that, since they were responsible for instruction, teachers should decide when it might be appropriate to alternate languages and for which LEP students this might be necessary. Given this latitude in decision-making about the conditions under which they might need to alternate languages, teachers felt they could reach the goal of single-language use much more rapidly.

Usefulness for staff development. A general position was taken by practitioners at utility meetings concerning the need to inform all education personnel with respect to the appropriate instruction of LEP students. They felt that the SBIF features were a valuable set of constructs with which to begin. In that very little research has focused on identifying and describing significant features for the instruction of LEP students, the SBIF features were perceived as being particularly appealing.

Several recommendations across sites indicated that the framework for bilingual instruction used for displaying the SBIF features could serve as a vehicle for staff development. The notion of mediating

effective instruction to meet the needs of different populations of students was perceived as particularly useful for unifying instructional goals and providing a common terminology.

An important area for staff development for all teachers who instruct LEP students was integrative language development strategies. Given that classroom instruction focuses on learning concepts and terminology, practitioners suggested that all teachers could use the strategies of integrative language development. Participants pointed out that integrative language development was not a normal part of teacher education, so most teachers have not had training in this area. According to the respondents, however, bilingual education or early childhood specialists would have been exposed to language development techniques.

Potential for Implementation

Given that practitioners found the SBIF features useful for improving instruction for LEP students, the second issue taken up at each of the utility meetings focused on implementation of the findings. With regard to implementation, practitioners attending the meetings discussed: (a) which of the findings from Part I of the study should be implemented, (b) who would be the target audience for those findings, and (c) what strategies should be used for that implementation.

The following discussion will examine the facets of the SBIF study that the practitioners felt held potential for implementation. Each area of the discussion will include the target groups and proposed strategies recommended by the utility meeting participants.

Potential for Selected Facets of the Study

The SBIF features were the principal focus of the utility meetings. However, as questions were raised concerning the data collection and analysis strategies used in Part I of the study, it became apparent that practitioners viewed the strategies themselves as useful for implementation.

The practitioners recommended four facets of the SBIF study for implementation in teacher training: (a) the SBIF features themselves; (b) the data collection strategies used; (c) the descriptive data collected which focused on teacher-student interactions during instruction; and (d) the inquiry processes used which involved Part I teachers in collecting and analyzing their own data.

Implementation of the SBIF features. While practitioners found the SBIF features useful for describing effective instruction of LEP students, they suggested that training materials would have to be developed before the features could be put into operation in classrooms.

The practitioners recommended a number of areas in which to concentrate such development. These were:

1. Elements of effective instruction. A general interest was expressed in staff development and preservice teacher education regarding the elements of effective instruction. Recommendations for topics included:

a. Understanding the relationship of the intent of instruction with how it should be organized and delivered in order to produce intended outcomes for students.

b. Active teaching behaviors, emphasizing clear communication, the importance of keeping students engaged and on-task, and how to monitor students' work and provide effective feedback regarding task completion.

c. The concept of Academic Learning Time (ALT), and what teachers need to do in order to increase students' accuracy on tasks.

2. Mediators of effective instruction for LEP students. Practitioners recommended that considerable effort be placed on instructing teachers in the use of the three SBIF mediational strategies. Particularly for teachers of LEP students, consensus was for including training in use of the mediators of instruction for LEP students in combination with effective instruction generally. Topics recommended included:

a. Ongoing maintenance of teachers' L1 in order to provide experience with new terminology for instruction so that teachers could provide accurate translation for LEP students who needed it. In particular, this was perceived to be important for teachers of upper elementary grades.

b. Training in the use of the integrative language development approach for developing LEP students' English language proficiency. Practitioners strongly urged that teachers of LEP students participate in the development of specific training materials and procedures for this purpose.

c. Developing training materials around L1 cultural information for particular LEP students at a given site, and providing training for all education personnel in their use. Recommended topics included understanding cultural referents when they were being used, learning about the rules of discourse in the L1 culture and determining their usefulness for organizing and delivering instruction in the classroom, and understanding the values and norms of the L1 culture and how these might contrast with those of the majority culture.

3. Competent LEP student behavior. Teachers at the utility meetings were particularly interested in training education personnel to understand the requirements of competent student participation in classroom instruction. Topics suggested included:

a. Understanding the requirements of both instructional and institutional demands operating in the classroom.

b. Learning to diagnose students in terms of the student participation types.

c. Learning to adjust the organization and delivery of instruction to produce more competent student participation.

Implementation of the data collection strategies. Responses to practitioners' questions regarding the strategies used to collect data for Part I of the study led to an interest in observing and analyzing instruction for the purpose of improvement. Teachers who had participated in data collection and analysis reported their experiences in conduct of Part I of the study. They reported that some of the data collection procedures might be useful day to day school decision-making.

Both quantitative and qualitative data collection procedures were used in Part I, and most of these were refined for use in Part II of the study. Among those which were identified as useful for the purposes of analyzing, observing and evaluating instruction were:

1. Academic learning time (ALT), adapted for use by (a) teachers for observing student accuracy and adjusting instruction accordingly, (b) principals and others for accumulating information to evaluate given students for purposes of designing instructional treatment.

2. Active teaching behaviors for use by (a) principals and evaluators of bilingual education programs for determining the quality of instruction being provided LEP students; (b) teachers for self-analysis in observing and changing their own behavior; and (c) for principals and others for analyzing instruction, determining if changes are required, planning these with the teacher, and observing to determine if desired changes had occurred.

3. Description of instructional analysis, for use by teachers in planning instruction. Teachers in Part I analyzed their own instructional protocols, that is, narrative descriptions of instruction. They recommended that other teachers could benefit from such an experience, and suggested that, while one's own protocols were best, much could be learned from reading narrative descriptions of other teachers' instruction.

4. Student participation characteristics, for use by (a) teachers to plan specific instructional treatment to produce positive participation of students; (b) principals to assign students to instructional groups; and (c) principals and others to observe students' participation behavior, for planning special instructional treatments and to discuss students' instructional accomplishments or problems with parents.

Implementation based on the descriptive data. Participants at utility meetings suggested that data themselves might provide training materials. Among qualitative data recommended for this purpose were:

1. Curriculum interviews. For each of the 58 teachers in Part I extensive curriculum interviews were conducted, recorded and transcribed. Transcriptions provide descriptions of teachers' theories about instruction for LEP students, curriculum they used, instructional procedures and the rationale behind these, what they perceived was important with respect to their students, and extensive information about teachers' backgrounds. Participants suggested that these would be useful for other teachers to read, particularly if they were matched with descriptive protocols to illustrate the congruence between an effective teachers' statements about instruction, and what instruction actually looks like.

2. Instructional protocols, described above, were suggested as being useful in the same ways as the curriculum interviews

3. Student participation protocols. For each target LEP student in Part I, narrative descriptions of their behavior during participation in instruction were developed. Many examples of how four of the six participation types are manifested in student behavior are available for students of different age levels and ethnolinguistic groups.

4. Instructional case studies were developed for nine teachers across the six Part I sites. Each case study includes descriptive data for up to five lessons, and includes (a) a techer's instructional intent for a given basic skills lesson, how instruction was organized, expectations for students' performance, and other information gathered in a pre-instruction interview; (b) a description of the lesson as it occurred, including both teacher-student interactions and a description of how students participated; (c) a post-instruction interview with the teacher; and (d) post-instruction interviews with four target LEP students.

Implementation of the inquiry processes. Practitioners commented frequently on the degree to which teachers in the Part I sample had been included in the processes of collecting and analyzing data for the study, and posited that one reason the findings were appealing and useful was because of this teacher participation. Teachers from the Part I sample attended utility meetings and described various facets of inquiry in which they had been involved. Thus, the inquiry process itself was recommended as potentially useful for staff development and preservice teacher education.

Appropriateness for Various Groups

The fifth feature identified as significant for bilingual instruction occupied a rather unique niche of the utility meeting dis-

cussions. This feature--the use of information from the LEP students' home culture--extended somewhat beyond the immediate instructional demands of the classroom to touch on values and norms of the students' particular ethnolinguistic group.

Teachers in the Part I sample were found to incorporate values and norms of the LEP students' culture in various ways, such as the use of cultural referents, or the use of L1 rules of discourse in the organization and delivery of classroom instruction. Each of the methods manifested itself differently depending on the home culture of the LEP students in a given class.

The use of information from the students' home culture to mediate instruction for LEP students appealed universally to practitioners in attendance at utility meetings. The practitioners found the examples and explanations resulting from the SBIF study to be helpful in describing ways in which students' culture could be integrated into instruction.

Concerns of the Practitioners

The concerns of the practitioners regarding this feature fell into several categories. These were:

The need to develop L1 cultural information. Interest was expressed across the various ethnolinguistic groups represented at utility meetings in developing information for the L1 culture at given sites. Particularly in large school districts with significant populations of LEP students representing a variety of ethnolinguistic backgrounds, practitioners believed that information developed about the L1 cultures for use in instruction would be appealing and useful for the regular classroom teachers.

In fact, relating L1 cultural information to its use for the instruction of LEP students was reported as a particularly nonthreatening way to approach understanding culture. Many sites described prior efforts at communicating the need to understand minority cultures to teachers of the majority population. Most of these efforts were perceived to have been failures primarily because they did not focus on how to use cultural information in the classroom. The SBIF features, they suggested, would be more useful in this respect.

Practitioners recommended that teachers from the L1 culture could develop materials and plan training sessions for others using this sort of information. In particular, the instructional protocols from Part I, which consisted of narrative descriptions of bilingual teachers during instruction, were perceived as potentially useful. Teachers could read example descriptions of instruction of LEP students while learning about L1 cultural information.

A second recommendation called for development of similar information for those L1 cultures that were less known to a given

school district. Practitioners believed that, using aspects of this SBIF feature, they could work with knowledgable representatives from the various ethnolinguistic groups to develop materials for training teachers in using L1 cultural information. Given the large number of school districts in the U.S. containing southeast Asian emigrees with diverse ethnolinguistic backgrounds, this recommendation was endorsed at several of the utility meetings.

The need to understand student participation styles in light of cultural norms. Practitioners expressed concern about the meaning of competent student participation. Given that the language of instruction in U.S. schools conveys a set of instructional and institutional demands that are based in the rules of discourse of the majority culture, practitioners believed that participation of a LEP student might be perceived as less than competent by a teacher who did not understand the rules of discourse of the L1 culture.

In Part I of the study, student participation characteristics seemed to be related to ethnolinguistic factors. For example, in the Hispanic classrooms there appeared to be a higher frequency of social participation behavior than in classrooms in which Navajo or Cantonese was L1. Teachers of Hispanic LEP students more frequently built into their instructional organization a system whereby students could work together on tasks. Given that this was a natural occurrence in students' homes where elder siblings assist their younger brothers and sisters with tasks, teachers were assumed to be making use of L1 cultural information to organize instruction. Someone unfamiliar with this information might misunderstand, however, and speculate in observing their participation that children were avoiding task completion or "cheating" on tasks.

Potential misinterpretations illustrate the concern expressed by practitioners at the utility meetings. Schools and classrooms in the U.S. most often operate in accord with the rules of discourse of the majority culture. Thus, instructional and institutional demands build upon expectations of appropriate responses that are normative for the majority culture. When students respond differently, their behavior could be misdiagnosed if the person performing the diagnosis is not familiar with the rules of discourse in the L1 culture. Practitioners thus recommended strongly that information concerning the cultural rules of discourse that may be informing student participation in instruction be communicated to all education personnel to build understanding and avoid misdiagnosis of this sort.

Practitioners recommended that caution be exercised with regard to using information about a LEP students' home culture. Cultural assimilation over a number of years can contribute to potential misunderstandings about the nature of a given LEP students' home background. It is important to know, for example, whether a Navajo student comes from a traditional home or from a modern home, since the degree to which (s)he will respond to the rules of discourse of the majority culture will vary depending upon this factor. Similarly, an Hispanic child who is identified as being LEP may not be

dominant in Spanish, but may be very much steeped in his/her own L1 culture. Sensitivities such as these are necessary in making appropriate diagnoses for LEP students. Practitioners believed that procedures and materials could be prepared to better ensure that LEP students of a given ethnolinguistic culture are properly diagnosed.

The need to use L1 rules of discourse appropriately. Practitioners recommended that extreme caution be taken to ensure that L1 cultural information is properly used in classrooms. This was as true for teachers from the same culture as their LEP students as for teachers from the majority culture. Practitioners reaffirmed that the two bilingual education goals for LEP students (developing English language and basic skills proficiency) ought to guide this purpose.

When observation of rules of discourse from a LEP students' L1 culture during instruction works against acquiring proficiency in basic skills, practitioners suggested that teachers might have to reassess their instruction and adjust it accordingly. Principals were recommended as the role group most likely to be able to bring about such changes, particularly since they are responsible for observing instruction and evaluating teachers with respect to their performance in this regard.

Summary

The SBIF study utility meeting participants examined the Part I study findings from three perspectives: (a) their usefulness for improving instruction for LEP students; (b) their potential for implementation in instructional programs; and (c) their appropriateness for various ethnolinguistic groups.

The SBIF study findings were considered useful for improving instruction at three levels--the classroom, the school, and the district. At the classroom level, the meeting participants found that the significant instructional features identified during Part I were useful for describing bilingual educational settings. These five features are:

1. Congruence of instructional intent, organization and delivery of instruction, and student consequences;
2. Use of active teaching behaviors;
3. Use of L1 and L2 for instruction;
4. Integration of English language development with basic skills instruction; and
5. Use of information from the LEP students' home culture.

At the school level, school principals in particular felt that the framework for bilingual instruction (Figure 1 from Chapter One) would be useful for conceptualizing instruction. The practitioners attending the utility meetings indicated that the framework was a potentially useful tool for observing, analyzing, and evaluating instruction. The practitioners indicated, too, that the framework's guidelines for competent student participation could be used as tools for assessing student achievement and language proficiency.

The utility meeting participants viewed the study findings as useful at the district level primarily in the formulation of bilingual education policies. The meeting participants saw two areas in particular where they felt district policies should change. The first was the district policy that discourages language alternations; the participating teachers felt that such language switching was helpful in clarifying instruction for LEP students. The second recommendation for change was in the area of testing; the teachers especially felt that frequent testing of LEP students was detrimental to instruction. The teachers of LEP students who attended the utility meetings felt, too, that principles of integrating language development and cultural awareness with regular instruction should be encouraged by districts in the training of all teachers, not just the teachers of LEP students.

With regard to implementation of the Part I SBIF study findings, the participating practitioners suggested four areas of information that could be useful in teacher training. These areas were: (a) the five SBIF study features; (b) the data collection strategies; (c) the descriptive data itself; and (d) the inquiry process itself. The practitioners noted that, to be useful for instruction, the SBIF features would have to be translated into training materials. The participants felt that some of the strategies used to obtain information for the study would be helpful for teachers or prospective teachers in self-assessment of teaching methods and that the actual data obtained for the study--such as the narrative descriptions of successful teachers during instruction--would be useful in teacher training.

The third and last topic for discussion during the utility meetings dealt with the applicability of the findings to various ethnolinguistic groups. In the responses of the practitioners, this issue was focused primarily on the fifth SBIF feature--the use of information from the LEP students' home culture. The practitioners main concerns in this area were (a) that cultural information be developed about all LEP student groups at a school and disseminated to all persons (teachers, principals, and district level administrators) with a role in bilingual education; (b) that awareness be developed among various role groups regarding varying expressions of competent student participation; and (c) that the LEP students' cultural norms and values should be used to support their development of basic skills.

APPENDIX A

Statement of Purpose
and
Agendas from Utility Meetings

HUNTER–
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BESC

BILINGUAL EDUCATION SERVICE CENTER

SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

Utility Meeting for Administrators and Teacher Trainers

September 24, 1982

HUNTER COLLEGE

Brookdale Center

NORTH LOUNGE - - - 9:30 A.M. - 3:00 P.M.

SPONSORED BY HUNTER-C.W. POST BESC

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PURPOSE

The purpose of this activity is to explore research-based approaches for analyzing instruction and for planning staff development programs.

OBJECTIVES

I. To inform participants of instructional practices found to be significant in classroom of nominated successful bilingual teachers, specificaliy

   a. how first and second languages are used in class, noting
      1. time allocation by language, and
      2. purposes for which L1 and L2 are used

   b. instructional strategies used to develop English and native (Spanish) language skills

   c. how the students' home culture is incorporated throughout the curriculum.

II. A. To share with participants a model, of conditions for effective instruction; which emphasizes teacher behaviors that have a positive impact on the participation and learning of students of limited English proficiency.

   B. To provide participants with an inventory of teaching behaviors based upon this model of effective instruction.

III. To explore possible applications of the findings, instruments, procedures and raw data of current instructional research -- e.g., the Significant Bilingual Instructional Features Study -- in planning and conducting staff development activities.

With this in mind, participants will review the Significant Bilingual Instructional Features Study in terms of the following:

a. instruments used, e.g., the Time Allocation Procedure (TAP)

b. procedure followed, e.g., the curriculum interviews; the nomination process

c. raw data, e.g., the Case Studies; the Teacher Protocols; and the

d. findings.

IV. To form a committee, headed by BESC personnel and the Significant Bilingual Instructional Features Study research team for site 1, to develop a research-based bilingual teacher training approach. A preliminary report of the group's progress will be presented during the 1983 conference in Washington.

QUESTIONS OF CONCERN

1. What should staff development center on?

2. How useful are the SBIF procedures, instruments, raw data and findings for this purpose?

3. How do you think we can train teachers to do these things?

Philosophy of Staff Development

Staff development is an ongoing process. Our rapidly expanding knowledge base, the emergence of innovative methodologies and techniques and the unique, interactive nature of every teaching act makes staff development a continuous necessity we can ill afford to overlook.

Learning is more meaningful when teachers assume responsibility for their own learning, and are actively involved in finding and bringing about solutions to problems that are important to them and directly related to the educational and social development of their students.

It is essential that staff development activities be conducted in an atmosphere of mutual support and respect. This will encourage participants to share their expertise and practical knowledge with one another, thereby contributing to mutual professional development, while accelerating the problem-solving process.

UTILITY MEETING SITE 01

AGENDA

9:30 - 10:00	COFFEE	
10:00 - 10:30	PRESENTATION OF FINDINGS FROM SBIF STUDY	
	(Part I)---	William Tikunoff Principal Investigator
		José A. Vázquez Site Principal Investigator
10:30 - 12:15	SMALL GROUP DISCUSSION	
	Grades K-2	
	Facilitators:	Nancy Colón Bilingual Teacher, P.S. 7
		Ruth Burgos Bilingual Teacher, P.S. 109
	Recorder:	Ana Maria Villegas (Site Research Associate, SBIF)
	Grades 3-4	
	Facilitators:	Diana Calderón Bilingual Teacher, P.S. 7
		Miriam Ruiz Bilingual Teacher, P.S. 109
	Recorder:	Migdalia Romero (Site Project Director, SBIF)
	Grades 5-6	
	Facilitators:	Maria Avilés Bilingual Teacher, P.S. 72
		Marc Santiago Bilingual Teacher, P.S. 7
	Recorder:	Carmen Mercado (Coordinator of Training, BESC Hunter College)
12:15 - 01:15	LUNCH	
01:15 - 02:15	SUMMARY SESSION	

Hunter College

Brookdale Center
425 East 25th Street
New York, New York 10010

Friday, September 24th, 1982 - North Lounge

Exploring Research-based Alternatives for Teacher Training:
The Significant Bilingual Instructional Features Study (SBIF)

AGENDA

09:30 - 10:00am - Coffee - Informal gathering

10:00 - 11:00am - Welcoming Remarks
Arístides Cruz, Director, Hunter-C.W.Post BESC
José A. Vázquez, Principal Investigator, SBIF - New York City Site.

William J. Tikunoff - Co-Director
Regional Education Laboratory, Far West Laboratory, and Principal Investigator - National Consortium of the SBIF Study.

. Nature of the Study
. Design of the Study

11:00 - 11:30am - Ana M. Villegas - Grant Associate, SBIF Study, New York City Site.

. Teachers' use of Language and Culture in Spanish-English bilingual classrooms.

11:30 - 12:00pm - Open discussion

12:00 - 01:00pm - Lunch - (North Lounge)

01:00 - 02:00pm - Exploring Alternatives for Teacher Training:
Group discussion.
Panel:

Carmen I. Mercado
Migdalia Romero
William J. Tikunoff
José A. Vázquez
Ana M. Villegas

02:00 - 03:00pm - Individual or Group Consultation

Utility Meeting Report: Site 2

GENERAL DESCRIPTION OF THE MEETING

CHAPTER ONE

OVERVIEW

The first utility meeting was held at Florida International University (FIU) in Miami on November 30, 1982. The reasons for selecting FIU as the site for the meeting was that it has been the meeting place for the site's SBIF staff when conducting the training sessions for Parts I & II of the study. FIU has been very receptive and cooperative with the study and to that end, the office of Dr. Martinez, Dr. Gavilan and Dr. Gonzalez-Quevedo facilitated the making available of the premises for the utility meeting. Further, FIU is centrally located in the city, thus satisfactory to almost everyone's transportation situation.

The one-day meeting (November 30, 1982) was organized in two sessions. The two sessions went from 9:00 A.M. to 3:45 P.M. They were divided as follows:

9:00 - 9:45	Coffee, informal gathering
9:45 - 10:00	Welcoming remarks by Dr. Arnhilda Gonzalez-Quevedo, Assistant Vice President for Academic Affairs, FIU, and by Dr. Luis Martinez-Perez, Coordinator, Multilingual Multicultural Center, FIU
10:00 - 11:15	Dr. Charles Fisher, Co-Director National Consortium of the SBIF Study, presented the following topics o Nature of Study o Design of the Study
11:15 - 11:45	Ms. Maria D. Masud, Site Project Manager for SBIF Study, presented on the o Teacher's use of language and culture in Spanish-English Bilingual classrooms in the site.
11:45 - 12:15	Open discussion with audience participation on the above mentioned topics (question-answer).
12:15 - 1:45	Lunch

1:45 -	2:30	Exploration of Alternatives for Teacher Training. The audience was divided into two small groups to facilitate discussion.
2:30 -	3:15	Open discussion on the Teacher Training alternatives and their implications.
3:15 -	3:45	Closing statements by Dr. Arnhilda Gonzalez-Quevedo and the panel participants. At this time, Dr. Gonzalez-Quevedo asked the audience to offer their feed-back on policy implication issues regarding the study findings. They were asked to submit their comments to her regarding those issues as soon as possible.

SITE 5

AGENDA

Exploring Research-Based Alternatives for Teacher-Training
The Significant Bilingual Instructional Features Study (SBIF)

FRIDAY, January 28, 1983

9:00 AM - 9:30 AM	COFFEE - Informal Gathering
9:30 AM - 10:00 AM	WELCOMING REMARKS Dr. Victor Rodriguez - Associate Director National Center for Bilingual Research Dr. Amado M. Padilla - Director National Center for Bilingual Research Dr. Anthony M. Vega - Director Bilingual Education Service Center California State University, Fullerton Dr. Sau-Lim Tsang - Director ARC Associates, Inc. Site Principal Investigator, Significant Bilingual Instructional Features Study
10:00 AM - 11:30 AM	Dr. Charles Fisher - Co-Director Far West Laboratory for Educational Research and Development Principal Investigator, National Consortium of the Significant Bilingual Instructional Features Study o Nature of the Study o Design of the Study o Findings for Part I of the Study
11:00 AM - 11:30 AM	Open Group Discussion
11:30 AM - 1:00 PM	LUNCH
1:00 PM - 2:15 PM	Small Group Discussion o Group I: Utilization of Findings for Teacher Education. Discussion Leader: Sau-Lim Tsang o Group II: School District Policies on Delivery of Instruction to LEPs. Discussion Leader: Victor Rodriguez
2:15 - 2:45 PM	Small Group Discussion Reports
2:45 - 3:00 PM	Conclusion and Final Comments

SITE 8

SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

UTILITY CONFERENCE

Tentative Agenda

Friday, January 21

	Session A	Session B
8-9:00	REGISTRATION	
9-10:00	GENERAL SESSION	
	Welcome: Dr. Robert Rath, Executive Director, Northwest Regional Educational Laboratory	
	Overview: Alfredo Aragon, Director, Significant Bilingual Instructional Features Study, NWREL	
	Trends: Beatriz Casals Andrews, National Advisory Council for Bilingual Education	
	Tasks: Dr. Felipe Sanchez Paris, SBIF Site Coordinator	
10-10:15	BREAK	
10:15-12:00		
	Presentation of SBIF Findings: Dr. William Tikonoff, Principal Investigator, Far West Educational Research & Development Lab Alfredo Aragon, NWREL	Observation Techniques Applied to Teaching Strategies in Bilingual Education Classrooms: Dr. Felipe Sanchez Paris
12-1:00	LUNCH	
1-3:00	Mini-group discussions	1-2:30 Developing Self-Observation Instruments
3-3:15	BREAK	2:30-2:45 BREAK
3:15-4:15	Group Reporting-Out	2:45-4:00 Mini-group discussions
4:15-5:00	Summary	4-5:00 Group Reporting-Out

Tentative Agenda (cont.)

Saturday, January 22

Session B

9-10:15	Presentation of SBIF Findings
	Dr. William Tikunoff, Principal Investigator, FWERDL
	Alfredo Aragon, NWREL
10:15-10:30	BREAK
10:30-12:00	DISCUSSION: Topic I: Use of Spanish/Indochinese and English in Instruction
	o Mini-groups
12:00-1:00	LUNCH
1:00-2:30	DISCUSSION: Topic II: Focus on Language Development
	o Mini-groups
2:30-2:45	BREAK
2:45-4:00	DISCUSSION: Topic III: Use of Student's Culture
4:00-5:00	Reporting Out
5:00-5:30	Summary: Consideration for follow-up

APPENDIX B

Utility Meeting Participants

HUNTER–
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BILINGUAL EDUCATION SERVICE CENTER

UTILITY MEETING ON FINDINGS OF THE SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

September 24th, 1982
at
HUNTER COLLEGE

RECORD OF ATTENDANCE

TITLE VII NETWORK

Adeline Becker	New England BESC
Olga G. Harper	OBEMLA - U.S. Department of Education
Paul Liberty	EDAC at Lesley College
Endora Hsia	Georgetown University BESC
Denise McKeon	Georgetown University BESC

NEW YORK STATE EDUCATION DEPARTMENT

Dorcas Arocho	Bilingual Higher Education
Gloria Casar	Bureau of Bilingual Education
Marta Cruz	Bureau of Bilingual Education

NEW YORK CITY BOARD OF EDUCATION

Sonia Gulardo	Community School District 4
Milton Graciano	Community School District 3
Ruddie Irrizarry	Office of Evaluation
Katherine Cortez	Office of Bilingual Education
Awilda Orta	Director - Office of Bilingual Education
Blanca Ortíz	Principal - P.S. 15
Dolores Nazario	Community School District 4
Judith Torres	Office of Evaluation

INSTITUTIONS OF HIGHER EDUCATION

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Eddie Bayardelle	Bank Street College of Education
Angela Carrasquillo	Fordham University
Harold Judenfriend	Hunter College
Ceferino Narvaez-Ortiz	Adelphi University
Gladys Nussembaum	William Paterson College - New Jersey
Sandra Ruiz-Scott	C.W.Post Center of Long Island University
Antonio Simoes	New York University
Eda Valero	New York University
Dean Marguarite Wilke	Hunter College

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Ana Class	NODAC - Teachers' College
Monserrate Gonzalez	NODAC - Teachers' College
Carmen Rexach	East Harlem Community Center
Gloria ZuaZua	NODAC - Teachers' College

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SITE 2

NAME & TITLE	WORK ADDRESS & TELEPHONE NUMBER
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Magda Lecours Bilingual Specialist	North Central Area Office 1080 LaBaron Drive Miami Springs, FL 33160

SITE 3

Attendance List - SBIF Study Presentation

Meeting #1

Name	Title
Marilyn Gross	Principal, Lee School
Evelyn Feeback	Consultant, Primary
Marguerite Davis	Consultant, Language Arts (Grs. 4-6)
Yvonne Lozano	Director, Elementary Instruction
Bertha Montes	Consultant, Math
Gil Escajeda	Consultant, Math
Felie Truitt	Principal, Burleson School
Rosita Apodaca	Consultant, Bilingual Education, Secondary
Yolanda Ray	Consultant, West Area
Shelly Martin	Consultant, Central Area
Benna Lee Olmstead	Consultant, Northeast Area
Arturo Lightbourn	Principal, Hart School
Maria Castillo	Principal, Crockett School
Ralph Siqueiros	Principal, Roosevelt School
Yvonne Chew	Consultant, Reading (Grs. 4-6)
Madelyn Guthrie	Consultant, Social Studies (Grs. K-6)
Roy Pena	Principal, Henderson School
Ronald K. McLeod	General Superintendent
Enrique Perez	Director, Secondary Instruction

Meeting #2

Margaret Davis	Consultant, Reading (Grs. 4-6 all languages)
Evelyn Feeback	Consultant, Language K-3
Madelyn Guthrie	Consultant, Social Studies K-6
Bob Mena	Consultant, Science K-6
Evonne Chew	Consultant, Reading 4-6
Evonne Lozano	Director, Elementary Instruction

Meeting #3

Name	School
Rosalinda Cortez	Lee Elementary
Irma Dominguez	Lee Elementary
Connie Benson	Lee Elementary
Mary Ann Hunt	Lee Elementary
Sylvia Campa	Burleson Elementary
Irene Rosales	Burleson Elementary
Consuelo Hernandez	Burleson Elementary
Dolores Flores	Burleson Elementary
Patricia Brasfield	Burleson Elementary
Nieves Corona	Roosevelt Elementary
Dora Martinez	Roosevelt Elementary
Soledad Montez	Roosevelt Elementary
Vonciel Keister	Roosevelt Elementary
Estella Vasquez	Hart Elementary
Dolores Cabral	Hart Elementary
Annie Sue Williams	Hart Elementary
Joy Turner	Hart Elementary

UTILITY MEETING ATTENDANCE

SITE 04

Name & Tile	Work Address
Ed Celestine Guidance	Dilcon Boarding School Winslow, Az. 86047
Myrtle Charles Indian Program Coordinator	Glendale Unified High School District 7650 N 43 Avenue Glendale, Az. 85301
Fannie E. Lomax Curriculum Coordinator	Shonto Boarding School Shonto, Az. 86054 672-2370/2340
Luceille Watahomagie Hualapi Title VII Program Director	Box 138 P.S. District # 8 Peach Springs, Az. 86434
Leila McCabe Dept. Head Academic	Leupp Boarding School Star Route Winslow, Az. 86047
Eddie Biakeddy Administrator Branch of Instructional Services	Navajo Division of Education Navajo Tribe P.O. Box 308 Whiteriver, Az. 86515
Angie Francisco Secretary	Navajo Division of Educati Navajo Tribe P.O. Box 308 Whiteriver, Az. 86515
Michael Lacapa Curriculum Developer	Whiteriver School District Whiteriver, Az. 85941
Sharon Footracer Secretary	Navajo Division of Education Navajo Tribe P.O. Box 308 Whiteriver, Az. 86515
Loma Lewis Counselor	Flaystaff School District
Emily Begay Transition Teacher	Flaystaff School District
Stephen Falkenburg Head Teacher	Little Singer School Star Route Winslow, Az.

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Helen M. May Teacher	Box 9060 Flaystaff, Az. 86011
Benjamin Atencio Assistant Principal	Santo Domingo Public School Algodones, New Mexico 87001
Queta Chavez Staff Aide	Office of Dennis DeConcini 101 N 1st Avenue #2850 Phoenix, Az. 85003
Vickie Nez Clerical Trainer	Phoenix Indian Center 3302 N 7th Street Phoenix, Az. 279-4116 ext. 37
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Pat White Guidance Counselor	Alamo Navajo School Magdalena, N.M.
Patrick E. Grahan Special Projects Director	Window Rock Schools Ft. DeFiance, Az.

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Angelita Paya Title VII Director	Havasupai School Supai, Az.
Victoria Sorrell Title VII Director	Central Consolidated School P.O. Box 1179 Shiprock, N.M.
Ruby Bennett Education Specialist	Office of Indian Education WNA Tuba City, Az.

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JANUARY 28, 1983

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